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### Center for Academic Excellence: Annual Report 2009-2010

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# Center for Academic Excellence

Annual Report 2009-2010



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Portland State  
UNIVERSITY

# About CAE

Since its inception in 1994, the Center for Academic Excellence (CAE) has provided a comprehensive array of cross-disciplinary and discipline-specific development activities in support of the educational function of the university. CAE has a dual mission of faculty development in teaching and learning, assessment, and in the development of community-university partnerships. The Center is a place of innovation, a gathering place for idea generation and testing, and a place where faculty may turn for individual consultation and professional advice. Increasingly, CAE supports faculty interested in community-engaged research.



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September 2010

Dear Colleagues,

Admittedly, a certain amount of tedium is involved in assembling an annual report. Retrieving, verifying, and summarizing all the data generated from CAE's programs and services during the year feels a lot like double-checking references in a manuscript before sending it off for review. It's a necessary part of the larger project; sometimes we are surprised.

Somewhere in the midst of the process, we may suddenly see a project from an entirely different perspective, identify a theme that ties together threads or themes we hadn't realized previously were connected, or more clearly see why faculty members may (or may not) use a particular CAE program. These meta-level reflections keep the CAE faculty and staff more aware of and responsive to current trends and the particular needs and interests of the PSU and metropolitan communities, while also enhancing our general understanding of faculty development.

And so, we are pleased to offer the 2009-2010 summary of work completed within CAE. We hope you will take the opportunity to review our work and we welcome your feedback.

We are grateful for the ongoing support from PSU faculty, administrators, staff, students, and community partners, and for your continued participation in CAE activities.

With warm regards,



Leslie McBride  
Associate Vice Provost for Assessment and  
Director for Teaching and Learning



Kevin Kecskes  
Associate Vice Provost for Engagement and  
Director for Community-University Partnerships



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This report was compiled by Patrice Hudson, Leslie McBride, Kevin Kecskes, Amy Spring, Janelle Voegelé, Vince Schreck, and Michael Chamberlain. Layout and graphic design by Patrice Hudson.

## Focus On Faculty Fall 2009

At the beginning of each academic year, the CAE sponsors Focus on Faculty, a campus event featuring teaching and learning innovations of PSU faculty and staff. This year, in an attempt to better serve faculty schedules during the busy week before fall term, the faculty and staff in the CAE adopted a new format that consisted of three concurrent (90-minute) afternoon workshops:

- *Integrating Active Citizenship Education into Your Course*, presented by Kevin Kecskes and Amy Spring, with faculty members John Rueter, Environmental Sciences and Management, and Stephanie Farquhar, Community Health, and graduate student Emily Bowling, Education;
- *Your Course [insert title here] as a Significant Learning Experience*, presented by Leslie McBride and Janelle Voegelé; and
- *No Free Lunch: Fostering and Facilitating Active Student Participation in Online Courses*, presented by Michael Chamberlain, Aifang Wang Gordon, and Vince Schreck.

The first Carnegie Conversation event of the year, “*In Honor of Good Teaching*”, followed with panelists Veronica Dujon, Sociology; Eric Mankowski, Psychology; John Oh, Business Administration; and Gwen Shusterman, Chemistry. Over 100 PSU faculty and staff participated in the day’s activities, which ended with a wine and cheese reception.

## New Faculty Orientation and Programs

New faculty events support faculty during their first year on campus, providing helpful information about available services, particularly those supporting teaching and learning, research, and community engagement. The CAE staff participated in the campus-wide orientation of 42 tenure- and non-tenure-line faculty, sponsored by the Office of Academic Affairs in September, providing a general overview of the CAE’s programs and services. Leslie McBride joined Provost Roy Koch in an informal presentation for tenure-line faculty, explaining factors leading to a successful tenure review.

Near the end of fall quarter, the CAE staff organized a luncheon attended by 12 first-year tenure-line faculty. The event provided the opportunity for new faculty to think about and discuss “assumptions that grow teachers” with Maryellen Weimer, author, professor of teaching and learning at Penn State Berks, and editor of The Teaching Professor newsletter. Leslie McBride and Nancy Koroloff, Associate Vice Provost for Research and Sponsored Projects, collaborated to present a winter quarter program focused on “getting started with your scholarly agenda.” With Bill Helsley, Lead Grant Specialist, and Kam Pierce, Research Services Coordinator, Nancy described resources available for locating funding sources and for preparing and submitting grant proposals. The spring quarter program took up the topic of “turning engagement into scholarship that counts.” Kevin Kecskes, Associate Vice Provost for Engagement, joined first-year faculty during spring term for a lunch-time discussion and informal presentation on effective approaches to developing community-university partnerships for both teaching and research purposes.



## Consultation Services for Individual Instructors

The CAE faculty and staff provide consultation services to faculty and graduate students. Short consultations often involve requests for materials, information, and advice about campus resources for teaching and learning. Longer consultations typically include curricular and instructional matters such as course design, learner-centered approaches to teaching and learning, interpretation of student course evaluation ratings, and improvement of teaching and learning in a course or discipline.

Faculty members also request “just-in-time” support during the academic year. This form of consultation responds to faculty requests for immediate assistance with an issue or challenge related to teaching, learning and assessment.

## Carnegie Conversations

Carnegie Conversations provide a venue for faculty members to talk about key issues affecting higher education, to explore various aspects of the scholarship of teaching and learning, and to share strategies for the improvement of classroom learning. The fall Carnegie Conversation took place in September, as the final event of Focus on Faculty day. The event, “*In Honor of Good Teaching*”, featured a faculty panel of teaching award winners: Veronica Dujon, Sociology; Gwen Shusterman, Chemistry; Eric Mankowski, Psychology; and John Oh, Business Administration. Moderated by Janelle Voegelé (CAE), the panel led a lively discussion on effective teaching at PSU, sharing ideas and strategies from their own experiences about how they teach, what they know about their students, how they prepare for class, how they know when their work is effective, and what they do when things go wrong.

The second Carnegie Conversation, “*In Honor of Good Teaching, Part Two*” was held in November. Nearly 80 faculty attended “*A Decade of Student Perspectives on Outstanding Teaching*”, facilitated by Professor Scott Burns, Geology. For over a decade, the College of Liberal Arts and Sciences (CLAS) has presented the John Eliot Allen Award, recognizing a member of the faculty from each of its departments for outstanding work in teaching. Each year in preparation for the awards, Scott has met with students from each of 33 departments to hear their opinions of professors as educators, researchers, and mentors. In this lively and interactive session, Scott shared what he has learned from hundreds of students about excellent teaching. Marvin Kaiser, CLAS Dean, presented a surprise award to Burns in appreciation for his efforts over ten years to recognize excellent teaching.

The final Carnegie event of the year was held in May. “*Student Learning in Large Classes: Best Practices for Transforming Large Classes*” demonstrated the use of classroom response systems (clickers). Faculty who use these systems, including Professors Mitch Cruzan, Biology, and Leslie Rill, Communication, report increased student engagement, achievement and retention, as well as increased faculty enjoyment and satisfaction with teaching in the large class setting. Thirty faculty participated in this interactive session and were introduced to the new campus standardized clicker system, **eInstruction**.





## Large Enrollment Class Initiative

With student enrollment on the increase at PSU, the CAE initiated a Large Enrollment Class Initiative to facilitate and document cross-department discussions and efforts to enhance student learning in large classes. Initiative efforts in the first year included:

- \* Gathering information from departments, chairs and deans regarding enrollment trends and faculty experiences in courses with increased enrollment
- \* Facilitating large enrollment class workshops requested by four academic departments
- \* Increasing one-on-one consultation related to teaching in large class settings
- \* Developing web resource pages on teaching large classes and the use of technology in larger class settings
- \* Facilitating a faculty-initiated classroom response system (“clicker”) task force
- \* Hosting a campus Carnegie Conversation on the use of classroom response systems to encourage student retention and success in large classes.

The “clicker” task force was requested by a small group of faculty who felt that recommending a common system for the campus would achieve greater cost savings, and would maximize infrastructure and faculty development support. These faculty, most of whom were already using classroom response systems, reported excellent results with increased student participation and success in large classes. They also indicated an interest in providing opportunities for others on campus to learn about this technology. The task force members were Janelle Voegelé (CAE, chair), Leslie McBride (CAE), Michael Chamberlain (CAE), Mitch Cruzan (Biology), Corey Griffin (Architecture), Doug McCartney (OIT), Brian Myers (OIT), and Heather Gillespie (PSU Bookstore). In addition, over forty faculty and administrators asked to be placed on the “clicker interest list” and provided regular feedback to the task force. After reviewing research and evaluating multiple vendors, the task force recommended eInstruction for the campus-wide classroom response system beginning spring 2010. As of summer 2010, the use of classroom response systems at PSU had more than doubled.

CAE will continue both to collaborate with the Office of Information Technologies on infrastructure and faculty development support for best practices with classroom response systems, as well as to facilitate and document cross-department activities related to teaching in large class settings.



# Teaching and Learning

## Faculty Book Groups

*"Book discussion groups are rare, and those geared to pedagogy rarer still."*

-- Book Group Participant

*"Participating in this group has changed my thinking about teaching, and the quality of my teaching (and by extension the quality of my students' experiences and learning)."*

-- Book Group Participant

*"I got so much quality writing and thinking done."*

-- Writing Retreat Participant

*"A quiet place to work away from my office always gives me the impetus to take the next step in my research on writing."*

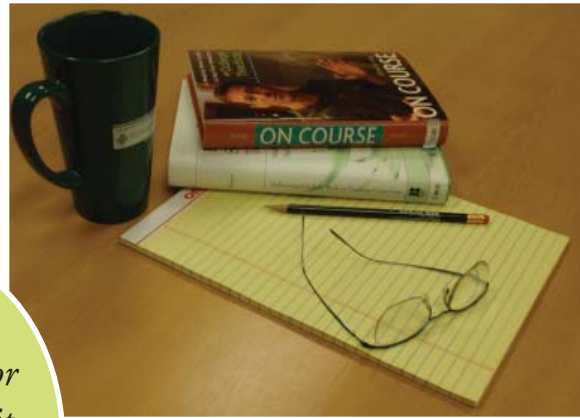
-- Writing Retreat Participant

*"Great silent environment for writing. Inspiring to write with other scholars."*

-- Writing Retreat Participant

Teaching and Learning staff sponsored a faculty book group each quarter during the academic year, giving faculty the opportunity to participate informally in interdisciplinary discussions about teaching and learning issues. Discussion sessions took place every other Friday beginning the second week of the term. Approximately 10-12 faculty committed to the five-session discussion each quarter, and a core group of seven participated regularly throughout the year. The fall quarter group read and discussed James M. Lang's *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*.

James Zull's book, *The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning*, was the subject of winter term discussions, and L. Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* wrapped up a year of engaged and lively discussions in the spring.



## Faculty Writing Retreats

In May 2009, the Teaching and Learning staff partnered with the English department to sponsor a return to CAE's past practice of offering faculty members the space, time, and support to focus on key writing projects. Additionally, faculty from the English department were available throughout the retreat to consult with participants as needed. Faculty response to this event was so enthusiastic that CAE sponsored two day-long retreats during the 2009-2010 academic year, in January and April. Seating was limited to 12 per session, and registration filled quickly as faculty expressed an ongoing eagerness for the writing opportunity.



## Faculty Development for Sustainability

With the support of Miller Award funds, CAE staff, in collaboration with the offices of Marketing and Communications and Information Technology Services, produced a video featuring campus-wide sustainability efforts at PSU. The 10-minute video overviews PSU's sustainability priorities, academic and research innovations, and campus operations. It also highlights the sustainability efforts of student organizations and co-curricular activities. The video was developed for screening during orientation sessions for new faculty, staff, and students. Orienting new groups to campus sustainability goals and programs is a strategic, cost-effective, and powerful means of increasing participation in sustainability priorities. Since completion of the video in the spring of 2009, PSU has promoted it through Facebook, Twitter, and YouTube, and the main PSU website. The video has enjoyed 919 viewings on PSU's YouTube channel, and an additional 390 viewings from a separate YouTube posting by Instructional Designer Mike Lane. Provost Roy Koch showed the video to 42 new faculty at their fall orientation session, David Santen, Director of Communications for Sustainability Initiatives, showed it at PSU's information table at the Sustainable Industries Economic Forum in the fall, and it is also included in the PSU sustainability playlist at:

<http://www.youtube.com/user/PortlandStateU#grid/user/6C0E0B2AD7B87A11>.

During her keynote address at the annual Oregon Women in Higher Education conference, Jennifer Allen, Public Administration, presented the video to 75 conference participants. The video was also screened in PSU classes.

Supported by funds from the Miller Foundation, Lacy Cagle, Teaching and Learning Graduate Assistant working with CAE faculty member Leslie McBride, was able to continue collection of sustainability course syllabi begun in 2008-09. The 185 syllabi collected are being analyzed to better understand the kinds of outcomes specified for student learning and to document the type of assignments being used in sustainability courses across campus. Results of this review help guide faculty and curricular development efforts, and preliminary findings were included in a manuscript submitted for publication in *Metropolitan Universities Journal*.

Miller funds also supported focus group research that inquired into students' experience of sustainability courses. Six focus groups, involving undergraduate and graduate students enrolled in sustainability courses or participating in co-curricular activities, were facilitated by Lacy Cagle during winter and spring quarters. Lacy learned facilitation skills and helped develop interview questions. Recordings of the student interviews have been transcribed and summarized, and preliminary findings accepted for presentation at the annual meeting of the Association for the Advancement of Sustainability in Higher Education, October, 2010.



## Also This Year:

For the second consecutive year, Teaching and Learning staff participated in a professional development program for three visiting faculty members from Waseda University in Tokyo, Japan. The three-week program consisted of disciplinary pairings between Portland State and Waseda faculty that provided opportunities for class observations and guest lectures. Teaching and Learning staff presented workshops on the role of faculty development centers, research and practice for learner-centered teaching, and the role of assessment in teaching and learning.

Faculty from King Faisal University in Saudi Arabia visited Portland State University for a two-week professional development program. In partnership with Danielle Stevens, School of Education, and the Office of International Affairs, CAE staff developed and facilitated workshop activities that assisted KFU's faculty in understanding how to develop community-university partnership programming and curriculum within their university context.

## Graduate Assistant Development

The CAE continued its fourteenth year of support for the professional development of Graduate Teaching Assistants. CAE staff, in collaboration with staff from the Office of Graduate Studies and Research, Office of Information Technologies, Millar Library, Human Resources, Student Affairs, and multiple campus resource offices, produced the annual campus-wide orientation for new graduate assistants.

*"As someone new to the campus, I feel much more prepared to draw on the resources available to support my GA responsibilities."*

-- Graduate Teaching Assistant

*"It was great to meet TAs from other programs, rather than just from my own program. It helps to get the big picture about what others are doing and take some ideas to my department."*

Graduate Teaching Assistant

CAE staff also conducted 14 departmental workshops for Teaching Assistants (TAs), conducted 32 classroom assessment and teaching observations for TAs, and supported faculty advisors for TAs in their efforts to develop a wider range of TA development activities. TA workshop topics included effective assessment and grading, student development, dealing with difficult situations, presentation strategies, ethical issues in teaching, teaching for diversity, facilitating discussions, teaching in larger class settings, and academic portfolio development. CAE continues to provide academic portfolio workshops and resources for TAs, an important vehicle not only for instructional improvement, but also for documentation of professional growth and accomplishment throughout graduate school. Twenty-two additional graduate assistants consulted with CAE staff to develop portfolio materials for an application packet to advanced graduate programs, faculty positions or community/professional positions.



## Teaching with Technology

The Instructional Design Team (IDT) serves as a catalyst for and nurtures excellence in the productive application of technology for teaching and learning. The IDT offers pedagogical and technical support for the Learning Management System (Blackboard) in the form of consultation sessions with individual faculty members and formal training workshops. As appropriate, the team also provides support for technical issues with computers and browsers. In 2009- 2010, the IDT:

- Responded to 2,800 faculty help requests
- Provided 350 one-hour individual faculty consultations
- Presented 10 two-hour Blackboard face-to-face training sessions involving five to six faculty members per session
- Presented two Blackboard online training sessions with eight participants
- Presented six Elluminate training sessions involving 40 faculty members
- Produced six newsletters containing current information about teaching with technology

### RESPONDING TO DEPARTMENTAL NEEDS

In response to increased demand for online courses within PSU's general education program, University Studies, members of the IDT collaborated with Online Learning Services (OLS) to produce a workshop series for University Studies faculty. The eight workshops included methods and pedagogical strategies for developing online courses, focusing on improving online discussion and organizational strategies for course setup. Approximately 20 faculty members attended the training sessions, which were held during summer and fall quarters, 2009.

The IDT also facilitated a project with Instructional Technology Services to produce a set of video recordings for the Chemistry department; the videos will be available online to supplement the Chemistry I labs and lectures. The primary objectives are: 1) to provide a consistent presentation of material to all students in all sections; and 2) to save classroom time by providing this material online before classes meet. Three videos were produced in June, which will be used to demonstrate Chemistry lab procedures and the steps to prepare for a particular lab experiment. In the coming year, the IDT will assist in the production of a second set of videos to be used as supplements to class lectures.



## HYBRID COURSE INITIATIVE

The Instructional Design Team (IDT) achieved promising results with the Hybrid Course Initiative in 2009-2010. The initiative was designed to increase the number of hybrid courses offered at PSU and to deepen participating faculty members' understanding of effective hybrid pedagogy. Beginning with a pilot training program during winter term, the IDT supported a new cohort of faculty each term to design and deliver courses in a hybrid format (blended: 50% in class and 50% online). Twenty-nine faculty members completed workshops during winter and spring, and an additional 17 faculty members attended hybrid redesign workshops in summer 2010. Of the 29 winter/spring cohorts, nine delivered their hybrid course during spring term, nine more delivered during summer, and the balance will deliver their courses in fall 2010.

Participating faculty re-examined course structure in the context of hybrid formatting, integrating face-to-face activities with those suited to online formats. Revised courses align clearly stated learning outcomes and course elements (i.e., sessions, assignments, activities, readings) with course outcomes. As part of the initiative, an assessment component has been designed and assessment is currently underway with data collection and assessment taking place each term. Faculty participate in five workshops and receive a minimum of five additional design/development hours in individual work-sessions with an assigned instructional designer.

Hybrid courses meet in class only 50% of the time as a traditional course, with the balance of instruction taking place online. This allows two hybrids to share a classroom, resulting in a 50% savings in classroom space. The instructional design team met regularly with staff from Registration and Records to coordinate and optimize opportunities for saving classroom space. Discussions at these meetings revealed several scheduling challenges resulting in a recommendation that the hybrid planning process become part of the department chair curricular planning responsibilities. A process for introducing chairs to hybrid planning is currently under way.

Initial faculty and student experiences with hybrids have been positive. Two news articles and two supportive staff opinion articles have appeared in the student newspaper, *Vanguard*: "Rolling out hybrid classes: Half online, half in-class courses designed to fit our schedule," February 9, 2010, <http://www.dailyvanguard.com/rolling-out-hybrid-classes-1.2144880>; "Hybrid education: How mixing online and in-class resources benefits students," February 12, 2010 <http://www.dailyvanguard.com/hybrid-education-1.2151406>; "Hybrid courses will return: Pilot hybrid courses receive positive feedback, many offered in fall," May 20, 2010, <http://www.dailyvanguard.com/hybrid-courses-will-return-1.2267710>; and "Modern education: It's time to rethink a college education," May 24, 2010, <http://www.dailyvanguard.com/modern-education-1.2269176>.

To accommodate strong faculty response to hybrid course development workshops and supporting mini-grants, the IDT accepted double the number of applicants and added a second series of workshops as of spring term. Additional support for faculty teaching hybrids was developed and linked to the CAE website, including answers to frequently asked questions, faculty testimonials, and links to research supporting the effectiveness of hybrid instruction, at <http://www.pdx.edu/cae/hybrid-courses-0>.



## NEW LEARNING MANAGEMENT SYSTEM

The IDT participated in the selection of a new online learning management system (LMS) to replace Blackboard at PSU. The selection process included:

- Conducting a campus-wide needs assessment to identify key features and functionality desired by faculty and students
- Drafting a request for proposals to solicit bids from competing LMS vendors
- A rigorous process of vetting competing vendors and proposals
- On-campus demonstrations and evaluations by students, faculty, and staff of the best LMS candidates

This process resulted in the selection of Desire2Learn as the best match for PSU's needs.



## NEW TECHNOLOGIES

In spring 2010, the IDT facilitated a seminar entitled, "Integrating New Technology into Hybrid (Online) Courses" featuring Wayne Wakeland, Systems Science Graduate Program, and Doug McCartney, Instructional Technology Services. Fifteen faculty members attended to learn more about using emerging technologies in their courses. The two technologies presented were:

***Illuminate***, a real-time virtual classroom environment tool, and ***ECHO 360***, a lecture capturing tool. During the seminar, Wakeland and McCartney shared strategies on how to integrate these technologies appropriately into hybrid/online courses, to enhance learning. Discussion included the challenges in using these new technologies, such as server capacity issues and adequate support, as well as the benefits, including increased student engagement, assessment, enjoyment, convenience, and reduced cost.



## Assessment Services

This year the CAE worked in close partnership with the Office of Institutional Research and Planning (OIRP) to support the design and implementation of PSU's new Assessment Module, an online program for collecting, storing, and tracking assessment data gathered by academic units campus-wide. In May and June, nine orientation sessions were co-sponsored by the two units during which Juliette Stoering (OIRP) and Leslie McBride (CAE) provided an overview of the Module and its purpose, and led faculty and staff participants through the Module's different capabilities, explaining their use. The CAE graduate assistant for assessment, Jennifer Smith, designed online tutorial and orientation guides to help faculty members become familiar with the Module. These are now located on the CAE website, with additional new resources developed to support assessment activities within academic units.

Leslie McBride provided ex-officio support to members of the Institutional Assessment Council (IAC) as members furthered their understanding of PSU's newly adopted Campus-wide Learning Outcomes. With graduate assistant support, CAE provided IAC a composite list of unit-level learning outcomes addressing each of the eight campus-wide outcomes. This information is key to understanding the depth and breadth of coverage each outcome currently receives and will provide a basis for future curricular development.

In May, CAE sponsored an assessment luncheon to facilitate discussion among unit representatives about the support services and materials necessary to enhance the effectiveness and efficiency of assessment on campus. Participants offered helpful insights about incentives, resources, and other means for supporting assessment processes.

Elizabeth Zinser, former president of Southern Oregon University, involved assessment faculty in the CAE in "College Learning and Oregon's Future: Return on Investment for Students, the Economy, and Our Communities," held in the PSU ballroom in January. Well-attended by members of the Oregon State Board of Education, the Oregon State Board of Higher Education, and the Oregon Business Council Board of Directors, the day-long forum focused on learning outcomes and, importantly, employer perspectives on the knowledge and skills they seek when hiring new graduates.

*"The timely feedback from students was great, but the perspective that you provided on the feedback gave me ideas for the changes that would improve the course this quarter... I've incorporated many of the ideas from our conversations, and so far the quality of student participation and work is very noticeable."*

PSU faculty,  
CLAS

## Midterm Student Feedback

CAE collects student feedback for faculty and GAs who wish to assess and improve their teaching during the term. A CAE consultant observes the class and then confers with the students about what is going well and what changes would improve their learning. During a follow-up meeting with the instructor, the consultant reports findings and discusses strategies for change. During the 2009-2010 academic year, CAE staff conducted 202 midterm student feedback sessions across campus. These sessions provided an opportunity for more than 6,540 students to offer constructive feedback at midterm, when course changes could directly benefit their learning experience.

## Community-University Partnerships

Engagement describes the collaboration between Portland State and its larger communities (local, regional, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. In keeping with Portland State's motto, "Let Knowledge Serve the City," Community-University Partnerships (CUP) marshals support for over 400 faculty, 10,100 students, and 1,000 community partners via community-based learning (CBL) and other civic engagement initiatives to address specific and compelling issues locally, regionally and worldwide.

**Community Engagement:  
Legacy of  
Presidential  
Leadership**

## CUP Programming Activities

**Community-engaged Research Scholars Program:** CAE faculty facilitated the development of a community-engaged researchers learning community in order to develop 12 exemplary case studies for community-based research (CBR), and present initial findings to the PSU campus and broader community in a spring civic engagement breakfast gathering. CAE awarded and supervised \$22,000 in grants. Future connected outcomes for this program are analysis of the case studies, presentation of key findings, best practices and PSU principles, and development of a book on CBR.

**Faculty Fellows for Community Partnerships/Focused Curriculum Development:** CAE awarded nine mini-grants to faculty new(er) to the integration of community-university partnerships into their teaching and/or scholarly agendas via the "faculty fellows program." Staff awarded and supervised \$4,500 in mini-grants.

**Support and Documentation for Sustainability:** 1) Staff documented 620 community-university partnerships relating to sustainability; 2) revitalized the PSU Partnership Map to include and feature sustainability-related partnerships; and 3) hosted two campus-wide Civic Engagement Breakfasts focused on the nexus between sustainability and community-university partnerships, specifically related to the "University EcoDistrict."

### **Strengthening CBL Courses and Students' Community-based Leadership Development:**

In spring, CAE's Student Leaders for Service (SLS) won the Talloires International MacJannet Prize for Global Citizenship while working as a bridge between Portland metropolitan area community partners and PSU students, faculty and staff. SLS completed the third year of a \$280,000 Multnomah County grant to work in Portland Public Schools.

**Focused Curriculum Development:** Developed and delivered a three-session curriculum development workshop for Chiron Studies, Summer 2009 and Winter 2010.

*"I see my tenure as the president of PSU as part of a continuum with the University-- providing leadership, pursuing partnerships, preparing students, and promoting engagement with governments, businesses, and community organizations"*

Wim Wiewel  
PSU President



*"My vision is of a university so thoroughly engaged with its community... that people throughout the region refer to it as 'our university'."*

Daniel O. Bernstine  
PSU President,  
1997 - 2007

*"If colleges and universities become properly engaged with our communities, we can become the source of social capital for a new era."*

Judith Ramaley  
PSU President,  
1990 - 1997



# Community-University Partnerships



## Civic Engagement Awards

In May, PSU and CAE Academic Excellence celebrated ten years of exemplary civic engagement. President Wiewel and Provost Koch joined CAE in honoring this legacy of partnerships, the scores of community partners who have helped harness the intellectual and physical resources of PSU to address community concerns, and the faculty and students



who have joined with community partners to bring research and teaching resources together to address our region's concerns. Over the past ten years, more than 100 competitive, peer-reviewed awards have been conferred to faculty and community partners in recognition of exemplary community engagement efforts, acknowledging the importance of civic engagement in all facets of university life. At this year's celebration, guest speakers Carole Smith, Superintendent of Portland Public Schools, and Jeff Cogen, Multnomah County Chair, spoke of transformation through partnership. Dean Barbara Sestak, Fine and Performing Arts, introduced the media segment of the celebration, which featured video portrayals of three partnership examples: Sergio Palleroni and Margarette Leite, Architecture, *Community Engagement in Architecture: Education and the Built Environment*; Carlos Crespo, Community Health, *Engagement in Community Health: Partnerships to Improve Educational Access*; and Mary Ann Schmidt, Environmental Sciences, *Community Engagement in Environmental Studies: Water Monitoring and Citizen Science*. After the formal program, 175 guests celebrated with wine and appetizers in the Littman Gallery.





## Civic Engagement Breakfast Series

This annual series engages campus and community members in conversations about ways to improve practices in bridging the university to the metropolitan region, and beyond.

### *Portland's Sustainability and Community Building on the Ground: Developing Our University EcoDistrict* - October 29, 2009

President Wim Wiewel, City of Portland planning and architecture leaders, and 140 PSU faculty, staff, and students joined efforts at this event to make sustainability real by exploring the EcoDistrict concept; what a University EcoDistrict is; how our university might become a better member of a neighborhood district or community; and how PSU thinks about the assets and challenges of the university in order to fully connect with these emerging sustainable development efforts.



### *Portland's Sustainability and Community Building on the Ground: Developing Our University EcoDistrict* - November 19, 2009

Together with SERA Architects' Tim Smith, 165 PSU faculty, CAE staff, and community leaders began to concretely envision and connect talents and teaching/research interests to an emerging vision for Portland's University EcoDistrict. This gathering featured an interactive, civic ecology "charette" activity to facilitate the emergence of community-scaled participation to help guide the University and other EcoDistrict members toward a sustainable future.

*"Thanks to you for such an outstanding civic engagement breakfast this week. This event really made a huge impact, I felt. From the president's substantive analysis of CER to the stellar presentations from the colleagues in the group, to the incredibly fruitful discussion we had at our table relating to CER in the sciences, this was really one of the best events I've attended at PSU all year."*

Civic Engagement  
Breakfast Participant,  
5/6/2010

### *Examining Our Work:*

#### *Community-Engaged Research at PSU* - May 6, 2010

President Wim Wiewel joined 14 of PSU's community-engaged research scholars to share insights, consider challenges, and discuss the promise and pitfalls of partnered research. Over winter and spring terms, a diverse group of PSU faculty met formally to develop case studies about their community-based research projects. Through discussions and reflection, the group synthesized major themes, insights, challenges and strengths of research with the community to present to over 100 participants at this interactive discussion facilitated by Amy Driscoll, CAE Consulting Scholar, and Senior Scholar, Carnegie Foundation for Teaching and Learning. PSU's Vanguard newspaper reported on June 2, 2010, "PSU think tank on research; group to reflect on its research and community impact" available at <http://www.dailyvanguard.com/psu-think-tank-on-research-1.2271698>.



## Focused Partnership Development and Analysis

*"In order to gain the trust of the participants and develop a sufficiently rich research context, I was required to step out of the traditional role of disinterested academic researcher, allowing the power differential between researcher and subject to slip and slide a bit and invoking reflexivity to place myself as researcher squarely within the research frame."*

CERS participant

CUP faculty facilitated the Community-Engaged Research Scholars (CERS) program for advanced CBR practitioners. In this program, 14 faculty from eight disciplines developed 12 case studies of their research and partnership practices, which will appear along with analysis, best practices, and strategies for developing reciprocal community-engaged research partnerships in a forthcoming book publication.

CAE staff also facilitated the Faculty Fellows program that focused on faculty who were initiating their first community-based partnerships. Nine faculty from seven disciplines met for six weeks to design their curriculum and establish partnerships that were integrated into their curricula.

### Sustainability Support:

#### *Public Events*

CUP faculty hosted two Civic Engagement Breakfasts during fall term. Each focused on the development of an engagement plan within the PSU EcoDistrict. More than 200 faculty, students, and community partners attended one or both of these events. The qualitative data collected helped inform the development of an eco-district grant proposal funded by Miller Sustainability Funds (winter 2010).

#### *Funded Planning Grant*

CAE faculty partnered with Assistant Professor Vivek Shandas and the Department of Urban Studies and Planning on a Miller funded planning grant project. CAE Staff organized and assisted in the facilitation of multiple focus groups for this project that engaged students, faculty, and community partners in the development of an engagement plan for the PSU EcoDistrict.



## Partnership Development and Faculty Support

CUP staff responded to approximately 150 partnership requests from community partners and faculty during 2009-10. In addition, they provided support for 25 faculty conference presentation submissions and/or review of articles for publication, and assisted in the development of three Miller Grant proposals with units across campus.

## National Conference Co-Sponsorship

The Western Region Campus Compact Consortium Conference in April 2010 was co-sponsored by PSU. CAE faculty played a leadership role in reviewing conference proposal submissions and in the identification of pre-conference workshop topics.



The Community Campus Partnerships for Health national conference in May 2010 was co-sponsored by PSU. CAE staff played a leadership role in identifying the conference theme, selecting keynote speakers, and reviewing conference proposal submissions. PSU President Wim Wiewel delivered a keynote address.



CUP faculty assisted the development of campus-community engagement initiatives at:

- University of British Columbia, B.C., Canada



- The Talloires Network Staff, Tufts University, Medford, Massachusetts



- University of Nebraska, Omaha



- American University of Beirut, Lebanon



- Universidad Tecnológico de Monterrey, México



- King Faisal University, Saudi Arabia



- University of Sciences, Ho Chi Minh City, Vietnam

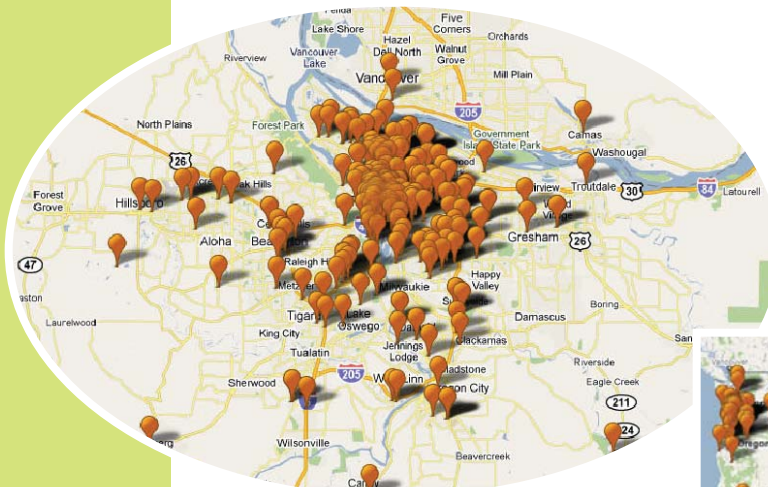




## CUP Administrative Activities

### PSU PARTNERSHIP MAP DEVELOPMENT

In spring 2010, in conjunction with the Office of University Communication, CAE engaged in a full re-design process for the PSU Partnership Map, identifying 550 community-university partnerships that are current at PSU. The original map was developed in 2004 by the CAE and PSU's Office of International Affairs to help individuals and organizations connect to larger-scale efforts. The map features regional, national and world maps that use Geographic Information Systems (GIS) technology to display many of PSU's community-university partnerships in the USA and globally.



### MARKETING AND COMMUNICATIONS:

In 2009-2010, CAE faculty worked on several projects with the PSU Marketing and Communications staff: 1) provided strategic direction and feedback to community engagement communications plan; 2) helped to develop three short video segments featuring exemplary community partnerships; and 3) worked closely with web design staff to redesign and launch the PSU Partnership Map.

### DIGITAL MEASURES

CAE faculty worked with the Office of Institutional Research to embed several questions into the Digital Measures faculty productivity portfolio that will help capture and assess community-university partnership activities.

## Student Leaders for Service

Over the past eleven years, the Student Leaders for Service program (SLS) at PSU has cultivated a diverse and growing group of engaged student leaders. Each year, approximately 25 students make a full academic-year commitment to serve up to ten hours a week at a local organization where they provide direct service and act as liaisons between the university and the community, connecting institutional resources to PSU partner organizations in an effort to build their capacity to address significant social concerns. SLS members engage PSU faculty and fellow students in community-based projects. In return for their commitment, students receive a small (\$1,000) stipend and are supported through a full-year, eight-credit Introduction to Civic Leadership course specifically designed for SLS members (and supported by PSU through tuition credit waivers). What began ten years ago as four students has since evolved into a 25-student, award-winning, internationally-replicated program.



### SLS COMMUNITY PARTNERS

Twenty-seven students enrolled in SLS in 2009-2010. SLS members directly partnered with or facilitated partnerships between PSU and 41 community organizations:

City of Portland, Office of  
Neighborhood Involvement  
Concordia University  
George Fox University  
Habitat for Humanity, East Bay  
Habitat for Humanity, Portland  
Hands On Greater Portland  
Immigrant and Refugee Community  
Organization  
Impact Northwest  
In Other Words Bookstore  
Jefferson High School  
Kelly Elementary School  
King Elementary School  
Learning Garden Laboratory  
Lewis & Clark College  
Linfield College  
Marshall Campus  
Marysville Elementary School  
Mercy Corps Action Center  
Mt. Hood Community College  
Multnomah Bible College

Multnomah County Schools Uniting  
Neighborhoods Community Schools  
Multnomah County Special Olympics  
Ockley Green School  
Oregon Campus Compact  
Oregon Health and Sciences University  
Portland Community College  
Portland Public Schools and Facilities  
Reed College  
Rose Haven  
School and Community ReUse Action  
Project  
Self Enhancement, Inc.  
SOLV  
University of Portland  
Upward Bound  
Vernon Elementary School  
Voz Workers' Rights Education Project  
Warner Pacific College  
Whitman Elementary School  
Woodlawn Elementary School  
Woodmere Elementary School  
Zenger Farm



# CUP / Student Leaders for Service

## COMMUNITY-BASED LEARNING SUPPORT AND PROFESSIONAL DEVELOPMENT

In 2009-2010, SLS members planned and facilitated projects that engaged over 1,500 PSU students, faculty, staff, and community members through days of service.

- New Student Week Service Day
- Martin Luther King, Jr. Day of Service
- Global Youth Service Day/Earth Week
- Alternative Spring Break

SLS members often serve as ambassadors for PSU's engagement mission. In 2009-2010, members were called upon to present to the following audiences:

- "Solidarity through Service" Martin Luther King, Jr. panel discussion
- World Affairs Council visitors studying youth activism in the U.S.
  - Western Region Campus Compact visitors looking at sustainability at PSU
  - Students at the PSU Student Leadership Conference



*"I'm  
recognizing the  
importance  
of belonging to  
the community  
in which I serve."*

SLS  
Participant



## Educate, Dream, Give: Empower (EDG:E)



SLS is a recipient of a three-year, \$280,000 Safe and Drug Free Schools and Communities grant through the Multnomah County Department of Human Services to operate Educate, Dream, Give: Empower (EDG:E), a K-12 community-based learning, civic education, and mentorship program. EDG:E uses service-learning to increase student success by building community-focused leadership skills at ten schools in the Portland Public Schools system.

In its third year, enrollment in K-8 clubs reached 290; 32 high school students participated in activities at the PSU campus, 11 of them earned two college credits and began a college transcript; EDG:E clubs completed 43 service-learning projects through which they partnered with 57 outside organizations; EDG:E clubs planned school and community-wide projects for 1,114 volunteers.

The EDG:E program's theory of change is that participants' development of interpersonal relationships with PSU students serving as EDG:E Mentors, as well as participation in leadership and CBL classes, will lead to improvements in a number of constructs related to attitudes of self and perceptions of support (self-esteem, future orientation, academic self-efficacy, locus of control, and social support), which will in turn lead to improvements in the major targeted outcomes (leadership, school connectedness, school peer connectedness, community connectedness, and educational aspirations).

In summer 2009, EDG:E engaged an independent evaluator in the School of Social Work to research the program's impact. The EDG:E program evaluation was designed primarily to measure the impact of participation in the EDG:E program on the major outcomes described above for participant youth compared to a comparison group of youth engaged in other after-school programming. For the entire sample, mean scores on leadership, school peer connectedness, and academic self-efficacy significantly increased over the course of the school year. EDG:E participants showed slightly greater improvement in educational aspirations than youth in the comparison group in most categories. Further analysis showed that for EDG:E participants, closer relationships with EDG:E mentors, as well as more contact with the program in the form of classes or mentoring sessions, predicted greater positive outcomes, suggesting that an increased focus on length and/or intensity of participation along with the development of stronger mentoring relationships between participants and EDG:E mentors could potentially yield more positive results for youth participating in CBL programming.

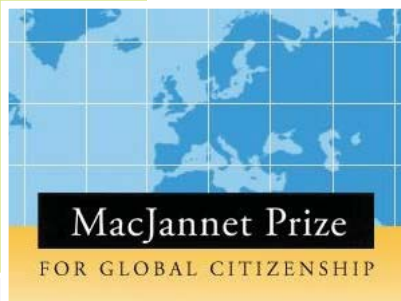
*"True leadership starts in small acts of service, and grows to encompass larger acts. For me, this means working to maintain a balance between the large picture goals and objectives of a group and the interpersonal relationships of that community."*

SLS Student



## Spotlighting PSU Work in National & International Venues

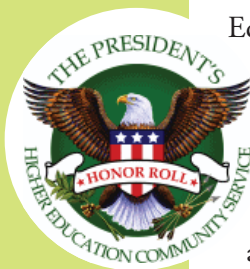
Annually, CAE tracks and, on behalf of PSU, responds to information requests and award applications, often resulting in the receipt of various (inter)national awards and recognitions, including the following:



**MacJannet Prize For Global Citizenship** - In April, the Talloires Network and the MacJannet Foundation announced the winners of the annual MacJannet Prize for Global Citizenship. The MacJannet Prize for Global Citizenship recognizes exceptional student civic engagement initiatives from Talloires Network member universities around the world. Sixty-six programs from 54 universities in 27 countries were nominated, and PSU's Student Leaders for Service program was awarded third place.

"This award is an acknowledgement of how Portland State University is intentionally building global citizenship in our students," said President

Wim Wiewel. The MacJannet Foundation, which co-sponsors the annual award, supports the prize as an extension of the philanthropic work of its founders, international educators Donald and Charlotte MacJannet. Foundation president Tony Cook stated, "The MacJannet Prize is an ideal way to spotlight the most worthy and productive student service-learning projects in countries around the world. We salute the winners for their unselfish volunteer efforts and their positive contributions to their societies and the global community."



**Corporation for National Service Honor Roll** - The Corporation for National and Community Service oversees the Honor Roll in collaboration with the Department of Education, Department of Housing and Urban Development, Campus Compact, and the American Council on Education. The Honor Roll's Presidential Award, given each year to only a handful of institutions, is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement. Awardees are chosen based on a series of selection factors including scope and innovation of service projects, percentage of student participation in service activities, incentives for service, and the extent to which the school offers academic service-learning courses. In 2009-10, PSU was recognized for the 4th year.

**Savior of Our City** - PSU was ranked ninth among the nation's top 25 "best neighbor" colleges and universities in October 2009. The list was announced by Dr. Evan Dobelle, President of Westfield State College, in his presentation, "Saviors of Our Cities: A Survey of Best College and University Civic Partnerships." The top 25 academic institutions were selected because of their positive impact on their urban communities, including both commercial and residential activities such as revitalization, cultural renewal, economics, and community service and development. Read more at <http://in.sys-con.com/node/1140626>

**National Campus Compact Annual Survey** - Campus Compact is a membership organization of more than 1,100 colleges and universities, representing more than a quarter of all higher education institutions who are interested in supporting community engagement and the civic purposes of higher education. The membership profile reflects the full range of diversity among colleges and universities, including public and private, two-year and four-year, rural and urban, and those classifying themselves as faith-based, women's, tribal, Hispanic-serving, and historically black colleges and universities, among others. Each year Campus Compact asks its member campuses to report on the state of engagement on their respective campuses. These data are used to measure growth in student and faculty engagement on an individual campus and on state and national levels. PSU, via CAE, responds to this request for data each year.



## Academic Innovation/Faculty Fellows Mini-grants

For the 15th year, Academic Innovation/Faculty Fellows (AIM/Fellows) Mini-grants were awarded to support faculty innovation in teaching, scholarship, and engagement. AIM/Fellows is open to all PSU faculty in areas that forward the University's mission and goals. The program convenes interdisciplinary groups of faculty who work on discrete individual projects over a period of 10 to 20 weeks, sharing discussions and resources with fellow AIM/Fellows colleagues. In 2009-2010, CAE administered four separate AIM/Fellows programs designed to support improvements in teaching and learning and community partnerships. As a result of their participation, faculty received funds to be used for expenses such as purchasing supplies and equipment for research assistance, conference attendance, etc. CAE staff managed the application process, and planned, organized, and facilitated all AIM/Fellows sessions.

### *Design and Deliver a Blended (hybrid) course: A Comprehensive Approach*

PSU and universities across the country are increasingly exploring hybrid blended learning course design. For this reason, CAE staff developed and facilitated three Hybrid Course ReDesign faculty learning communities, with several more planned for the upcoming academic year. Participants in the winter cohort collaborated with instructional designers and other faculty to redesign a course for hybrid delivery during spring, 2010 term, and those in the spring cohort enhanced a course for hybrid delivery during summer or fall, 2010 term. The project emphasized course goals and outcomes, teaching and learning strategies, learning activities, assessment methods, and appropriate use of online and multi-media resources. The resulting hybrid courses were taught 50% online, 50% in the classroom. Each participant in the hybrid workshops received a grant of \$500, as well as an additional \$1000 upon course delivery.

#### **WINTER COHORT**

- Suzanne Atkin, Communications Department
- Kenneth W. Bagley, Communications Department
- Louisa Jenkins Brown, Urban Studies & Planning
- Zapoura Calvert, English Department
- Tim Garrison, History Department
- Deborah Kaufman, Community Health (partnered with J. Mercer)
- Jane Mercer, Community Health (partnered with D. Kaufman)
- Gisele Tierney, Communications Department
- James Woods, Economics Department
- Belinda Zeidler, Community Health

#### **SPRING COHORT**

- Walt Amacher, Business Affairs
- Nike Arnold, Applied Linguistics
- Victoria Belco, History Department
- Barbara Brower, Geography Department
- Chris Carey, University Studies
- John Dougherty, International Studies
- Jeanne Enders, School of Business Administration
- Aleksandar Jokic, Philosophy Department
- M. Paul Latiolais, Mathematics & Statistics (partnered with J. O'Halloran)
- Bob (Robert) Liebman, Sociology Department
- Jennifer Loney, School of Business Administration
- Anne McClanan, Art Department
- Kim Mukobi, University Studies
- Joyce O'Halloran, Mathematics & Statistics (partnered with M. P. Latiolais)
- Susan Reese, English Department
- Stephanie Stokamer, Graduate School of Education
- Michael Taylor, Graduate School of Social Work
- Sarah Tinkler, Economics Department

**\$15,000  
awarded**

**\$25,500  
awarded**

# Academic Innovation Mini-grants

**\$3,000  
awarded**

## *Faculty Fellows for Partnerships Program*

- Shelly Chabon, Speech and Hearing Sciences
- Jeff Fletcher, Systems Science
- Jill Mosteller, School of Business Administration
- Sarah Newlands, University Studies
- Christof Teuscher, Engineering & Computer Science
- Alex Sager, Philosophy

CAE's Amy Spring facilitated the Faculty Fellows group, consisting of faculty interested in exploring a new community partnership to be coupled with academic curriculum or engaged research. Participants, who possessed minimal or no experience with community partnership development, were provided with partnership development resources over the winter term. CAE staff also shared local, regional, and national expertise with participants to facilitate the development of partnerships and powerful community-engaged teaching, learning, and/or research. Participants each received a \$500 grant, and developed a broader understanding of how partnerships with community organizations can ground research and teaching in local, regional, and global concerns.

## *Community-Engaged Research Scholars Program*

- Bill Becker, Science Education Center
- Ann Curry-Stevens, School of Social Work
- Veronica Dujon, Sociology
- Margaret Everett, Sociology
- Eleanor Gil-Kashiwabara, Regional Research Institute
- Warren Harrison, Engineering & Computer Science
- Tammi Lasseter Clare, Chemistry
- Eric Mancowski, Psychology
- Meg Merrick, Institute of Portland Metropolitan Studies
- Masami Nishishiba, Public Administration
- Kerth O'Brien, Psychology
- Stéphanie Wahab, School of Social Work
- Lisa Weasel, Biology
- Jennifer Wells, Science and Education Center

**\$18,000  
awarded**

*"Thank you for a really valuable experience as part of the CERS project this year; the scholars group has been incredibly useful and supportive to me."*

CERS  
Participant

Active community-engaged researchers selected to participate in this innovative inquiry process each received a \$500 grant, and an additional \$1000 upon project completion. During winter and spring terms, participants studied the process and practice of doing community-engaged research, becoming members of a facilitated, multi-disciplinary learning community. The cornerstone of this program, facilitated by Carnegie Foundation Senior Scholar Amy Driscoll and CAE's Kevin Kecskes, was the development of publishable case studies of exemplary community-engaged research projects to inform the broader campus and higher education community about excellence in community-engaged research and development of common metrics/best practices for excellence in community-engaged research.



## External Support: Funding, Grants and Gifts

CAE projects enjoyed continued support of:

**\$100,000** from Multnomah County Department of Health and Human Services, for the third consecutive year, totaling \$300,000.

**\$45,000**, from Oregon Campus Compact grant for Americorps VISTA members

**\$16,000** from the Miller Foundation

Additionally, CAE was awarded four new grants:

**\$52,002** from the PSU Student Fee Committee for Student Leaders for Service

**\$40,000** from Portland Development Commission, Portland Neighborhood Economic Development Symposium

**\$1,400** from the Office of Graduate Studies, Community Engaged Research Scholars Programs

**\$1,000** from the Diversity Action Council, The President's Diversity Mini-grant Program



As part of their collaborative efforts, CAE faculty and staff served on the following committees:

## **University Committees**

ACAIT - Campus Academic Computing (M. Chamberlain)  
Blackboard Advisory and Administration (M. Chamberlain, M. Terui, A. Wang Gordon)  
Desire to Learn (D2L) Implementation Team (M. Chamberlain, M. Terui)  
Desire to Learn (D2L) Training Subcommittee (V. Schreck, M. Terui)  
Faculty Development (L. McBride)  
Faculty Senate (L. McBride)  
Faculty Senate: High Achieving Students (P. Hudson)  
Faculty Senate: Institutional Assessment Council (L. McBride, J. Smith)  
Hybrid Task Force (M. Chamberlain)  
Online Website Development (M. Chamberlain)  
President's Commission on the Status of Women (P. Hudson, Co-Chair)  
Provost's P-20 Faculty Advisory Committee (K. Kecskes)  
Vice President for Research and Strategic Partnerships Search Committee (K. Kecskes)

## **Ad Hoc Program Committees**

Boren/NSEP Undergraduate Scholarship application review committee (P. Hudson)  
Capstone Faculty Development ad hoc committee (J. Voegele)  
Chiron Studies (A. Spring and J. Voegele)  
Classroom Response System Adoption committee (M. Chamberlain, L. McBride, and J. Voegele, Chair)  
Dean of Students Leadership Steering Committee (E. Hoffer)  
Intellectual Property Rights Concerning Online Materials (M. Chamberlain)  
Martin Luther King, Jr. Planning Committee - Multicultural Center (E. Hoffer)  
Martin Luther King, Jr. Planning Committee - Oregon Campus Compact (E. Hoffer)  
University Studies: Capstone Review Committee (L. McBride, Chair)

## **Community Committees**

AAC&U Values Rubric Team (A. Spring)  
CASIS - Coalition for Accessible, Safe, Inclusive Spaces at PSU (P. Hudson)  
Inside-Out National Advisory Board (A. Spring)  
Marshall High School Campus SUN Advisory Board (E. Hoffer)  
Marysville Elementary School SUN Advisory Board (E. Hoffer)  
NW Nursing Educator's Institute Planning Board, OHSU (J. Voegele)  
Oregon College of Oriental Medicine NIH/NCCAM APREE Project Advisory Board (L. McBride)  
Oregon Council on Multiracial Affairs (P. Hudson)  
Oregon Governor's Council on Volunteerism and Service (K. Kecskes)

## Dissertation Committees

Stephanie Craig Rushing, “Use of Media Technologies by Native American Teens and Young Adults” Public Administration and Policy (L. McBride)

Teresa Chianello, “Somatization and Engagement in Mental Health Work” School of Social Work (L. McBride)

## PSU Courses Taught by CAE Faculty and Staff

*ELP 536: Postsecondary Curriculum* (J. Voegele) Fall 2009

*PA 311U: Introduction to Civic Leadership*, (K. Kecskes) Fall 2009  
Fifth year teaching the required gateway course for PSU’s Minor in Civic Leadership (Hatfield School of Government, CUPA).

*PA 311U: Introduction to Civic Leadership for Student Leaders for Service*, (K. Kecskes and E. Hoffer) Winter 2010

*PA 415: Integrative Seminar Civic Leadership Minor*, (K. Kecskes) Spring 2010

*PHE 510 Sustainability and Our Health* (McBride, L.) Winter 2010

*UNST 421U (Capstone): Inside-Out Prison Exchange, Coffee Creek Women’s Prison*, (A. Spring) Winter 2010

*UNST 421 (Capstone): Organizing and Defending Immigrant Workers* (M. Chamberlain) Winter 2010

*IST 499, Community Service Practicum* (E. Hoffer) Fall 2009, Spring 2010

*IST 502 Civic Participation and Leadership*, (K. Kecskes) Fall 2009

## Webinars & Seminars hosted by CAE

*10 Ways to Improve Blended Learning Course Design*, a 2-day distance seminar, September 2009 (IDT)

*Agents and Architects of Democracy* AAC&U webinar, November 2009 (CUP)

*Service-learning in Online Courses*, webinar, February 2010 (CUP)

*Community Engagement and Online Instruction*, webinar, February 2010 (CUP)

## Publications by CAE Faculty and Staff

July 2009 - June 2010

Allen, J.H., Gerwing, J.J., & McBride, L.G. (2010). Building capacity for sustainability through curricular and faculty development: A learning outcomes approach. *Metropolitan Universities Journal*.

Kecskes, K. and Judi Robinson (2010, May/June). Making values education real: Exploring the nexus between service-learning and values education, in T. J. Lovett (Ed.). *International Research Handbook on Values Education and Student Wellbeing*, Springer Publications (invited chapter)

Kecskes, K (in press). Engaging Departments in the Game: Increasing Awareness and Assessment for the Academic Unit, in J. Saltmarsh and E. Zlotkowski (Eds.) *Higher Education and Democracy: Collected Essays on Service-Learning and Civic Engagement*. Temple University Press

Spring, A., Morgain, W., et al. (2010) VALUE Rubric: Civic Engagement. AAC&U. <http://www.aacu.org/value/index.cfm>

## Presentations by CAE Faculty and Staff

July 2009 - June 2010

\* Indicates peer reviewed

American University of Beirut, lead training consultant for the Ma'an Arab University Alliance for Civic Engagement four-day, multiple institution training institute: *Expanding Civic Engagement in Arab Universities: A Peer Learning Workshop for Faculty*, Kecskes, K. (June 22-26, 2009) Beirut, Lebanon.

Association of American Colleges and Universities, AAC&U *Educating for Personal and Social Responsibility Roundtable*. Spring, A. (November 2009) Minneapolis, MN.

Association of American Colleges and Universities, AAC&U *Curricular Initiatives that Address Different Student Views of Work Ethic and Positively Impact Engagement* Spring, A. (November 2009) Minneapolis, MN.

Association of American State Colleges and Universities, Chief Academic Officer National Conference, *Global Reach, Local Focus: Exploring the Engagement/Internationalization Nexus at Portland State*. Koch, R., Latz, G., and Kecskes, K. (February, 2010) St. Thomas, US Virgin Islands.

Campus-Community Partnership for Health International (CCPH) Conference, Community-University Partnerships Book Project: *Integrating Understanding from the Field*. Kecskes, K. lead presenter, with Carey, C., Dujon, V., Wahab, S. and O'Brien, K. (May, 2010) Portland, OR.\*



Civic Engagement Statewide Conference, *Partnering with Colleges and Universities: Exploring the Possibilities; Addressing the Pitfalls*, Kecskes, K. with Gilliland, E., and Bowling, E. (October 2009) Portland, OR.\*

First Annual Women's Studies Symposium. *Inside-Out Prison Education*. Spring, A. (February 2010) Portland, OR.

Portland State University Diversity Awards, *Diversity Action Council Minigrant Poster Presentation*, Hudson, P. (May 2010) Portland OR.

Portland State University Student Leadership Conference, *Helping, Fixing, Serving*. Hoffer, E. with Hurst, J., Jensen, M., Wright, W., and Wang, C. (January 2010) Portland OR.

Seattle Public Schools Service-Learning Symposium, *Service-Learning: Building Collaborative & Reciprocal Partnerships*, Kecskes, K. and Hoffer, E. (February 10, 2010) Seattle, WA.

Texas Christian University, Lead trainer for multiple workshops for two-day, campus-wide training. Topics: Scholarship of Engagement; Creating Community-University Partnerships; Institutional Trends for Community-based Service-Learning; Creating Global Citizens: Institutional and Classroom Strategies, Kecskes, K. (April 2010) Fort Worth, TX.

University of British Columbia, Keynote address: *Faculty Culture and Meaning Making: Challenges and Opportunities for the New Global Century*. Institution-wide workshop: *Learning Together, Learning Local: Strategies for Integrating Community Service-Learning into your Course*, Kecskes, K. (October, 2009) Vancouver, BC.

Universidad Tecnológico de Monterrey, *Integrating Citizenship Education into Curricula*, Kecskes, K. (May, 2010) Monterrey, Mexico (webinar).

Universidad Tecnológico de Monterrey, Lead trainer for three-day, multi-campus, seminar: *Developing active citizens through community-engaged pedagogies and research strategies*, Kecskes, K. (June 1-3, 2009) Mexico City, Mexico.

Western Region Campus Compact Consortium, *Sustainability and Community-Based Activities*, Spring, A. (April 2010) Portland, OR.

## **Center for Academic Excellence 2009-2010 Faculty and Staff**

Associate Vice Provost for Engagement and  
Director for Community-University Partnerships - Kevin Kecskes, Ph.D.

Associate Vice Provost for Assessment and  
Director for Teaching and Learning - Leslie McBride, Ph.D.

Assistant Director for Community-University Partnerships - Amy Spring M.P.A.

Assistant Director for Teaching and Learning - Janelle Voegele, M.A.,  
Doctoral Student, Educational Leadership

Program Administrator - Patrice Hudson, M.S.

Instructional Designer - Michael Chamberlain, M.S.

Instructional Designer - Vince Schrek, Ed.D.

Instructional Designer - Mark Terui, M.A.

Instructional Designer - Aifang Wang Gordon, Ph.D.

Program Coordinator for Student Leaders for Service - Emily Hoffer

Graduate Assistant, Assessment - Jennifer Smith

Graduate Assistant, Teaching and Learning - Lacy Cagle

Graduate Assistant, Community-University Partnerships - Anya Hankin

Graduate Assistant, Community-University Partnerships - Katie Shaw

VISTA Volunteer, Student Leaders for Service - Kari Stevens

Student Employee - Jessica Beckett

Student Employee - Megan Fanning

Student Employee - Theresa Han

Student Employee - Dustin Schmidt

## **Kevin Kecskes, Ph.D.**

Associate Vice Provost for Engagement and  
Director for Community-University Partnerships



Kevin Kecskes, Associate Vice Provost for Engagement, and Director for Community-University Partnerships, is charged with helping campus and community constituents live the university motto: “Let Knowledge Serve the City.” Kevin was the Director of Service-Learning at Washington Campus Compact, and the Program Director of the Western Region Campus Compact Consortium from 1997-2002. Kevin co-founded the Boston College International Volunteer Program and has spent a dozen years working, serving, and studying in the developing world, primarily in Latin America and Asia. His recent publications focus on the nexus between cultural theory and community-campus partnerships, faculty and institutional development for civic engagement, student leadership development, ethics and community-based learning, values education, and service-learning impacts on community partners. Kevin edited *Engaging Departments: Moving Faculty Culture from Private to Public, Individual to Collective Focus for the Common Good* (2006, Anker Publications). Kevin is affiliated faculty in the Mark O. Hatfield School of Government, where he annually teaches courses on “civic leadership” in the Division of Public Administration and Policy. He received his B.S. from Boston College, Ed.M. from Harvard University, and Ph.D. from PSU.

## **Leslie McBride, Ph.D.**

Associate Vice Provost for Assessment and  
Director for Teaching and Learning



In 2007, Leslie McBride left her position in the School of Community Health after 25 years on its faculty to serve as interim director for the CAE’s teaching and learning programs. She accepted the position of Associate Vice Provost for Teaching, Learning, and Assessment in 2008, representing the CAE on these issues. Since joining the CAE, she has focused on the role of faculty development in institutional change, including faculty and curricular development for sustainability. Her most recent publications focus on building capacity for sustainability through curricular and faculty development, the contributions of community food systems to social sustainability, and the role of gender in primary prevention. In her past role as chair of the School Health Education and Services Section within the American Public Health Association, Leslie helped develop a national action plan for comprehensive school health education. Over the years, she has provided evaluation and assessment support to Northwest Regional Educational Laboratory, the Healthy Communities Initiative for the Portland Tri-Counties Community Care Network, the Oregon College of Oriental Medicine, and PSU’s Institute for Nonprofit Management. She continues her faculty affiliation with the School of Community Health, most recently teaching a graduate course, “Sustainability and Our Health,” during winter quarter, 2010. Leslie received her B.S. and M.Ed. from the University of Missouri, Columbia, and her Ph.D. (Education, emphasis Community Health) from Southern Illinois University.



**Michael Chamberlain, M.S.,** Instructional Designer

As an Instructional Designer, Michael Chamberlain serves as a consultant to faculty who seek to incorporate multimedia or online resources into their instruction. Michael specializes in the design and development of hybrid instruction: courses that substitute online content and interaction for a portion of the traditional class time. Michael is an administrator for the learning management system at PSU and serves on the Advisory Committee for Academic Information Technology. Specialization: Hybrid instruction, learning management system planning and development. Michael received his M.S. in Instructional Technology and Design from the University of Houston Clear Lake in 2002.



**Emily Hoffer,** Program Coordinator for Student Leaders for Service

As the Program Coordinator for Student Leaders for Service, Emily Hoffer supports graduate and undergraduate students through nine-month community engagement placements at local organizations. These students provide direct service while acting as a liaison between the university and the community: connecting institutional resources to PSU partner organizations, supporting fellow students fulfilling community-based learning requirements, planning annual days of service, and bringing community-focused projects to campus. Emily started work as Program Coordinator in the fall of 2008 after a year in the Center for Academic Excellence as an AmeriCorps\*VISTA. As a VISTA she launched a civic engagement after-school program for K-12 students in Portland Public Schools. Before moving to Portland, Emily earned a B.A. from Bates College in Lewiston, ME where she worked in the Harward Center for Community Partnerships as a volunteer coordinator.



**Patrice Hudson, M.S.,** Program Administrator

As program administrator, Patrice supports each of the units in the CAE. She coordinates CAE programs and events in collaboration with CAE faculty and staff, thereby providing resources to enhance and support the work of faculty and the academic departments. She coordinates CAE site visits, manages the CAE library, maintains program statistics, participates in grant-writing, edits and designs the CAE newsletter, provides triage for callers with online course issues, and manages the CAE web site. In addition to her CAE responsibilities, Patrice serves as Co-Chair of the President's Commission on the Status of Women, and is a certified notary public. In early 2010 she received a PSU Diversity Action Council Minigrant to fund two spring term events she coordinated on campus focusing on multiracial identity. As a Peace Corps volunteer (1988-90), Patrice worked as a teacher-trainer in Belize, Central America after earning her B.S. in Education at PSU in 1988. She currently edits the monthly newsletter for her Quaker Friends Meeting, and volunteers for two nonprofit organizations: Donate Life Northwest, and the Oregon Council on Multiracial Affairs. Patrice is a member of Phi Kappa Phi, and a double alumna of Portland State University having also earned an M.S. in Publishing in 2008.



**Amy Spring, M.P.A.,** Assistant Director for Community-University Partnerships

Ms. Spring works with PSU students, faculty, staff, and community partners to facilitate and support community-based learning. She has been responsible for coordinating and facilitating assessment activities, faculty and student development workshops, student and faculty participation in community-based work, the development of community-based curriculum, and all grant financial and programmatic reporting. She developed and manages the Student Leaders for Service Program in which students work in community organizations as leaders and advocates for community engagement. On the national level, Amy has presented and published on a range of topics including: student leadership development in service learning; impact assessment of service learning on students, faculty and community partners; and defining, documenting & evaluating the scholarships of engagement and teaching. She received her Masters degree in Public Administration from Portland State University's Hatfield School of Government. Her emphasis of study was service learning and its impacts on students, faculty, and community partners. She received her undergraduate degrees in Sociology and Urban Studies and Planning. She is proud mother of Easton (11) and Fiona (13) Spring.

**Vince Schrek, Ed.D.,** Instructional Designer

As an Instructional Designer, Vince Schrek assists faculty members with all phases of online course design and development including web-enhanced courses, hybrids and exclusively online. With a background in teacher education, Vince uses various pedagogical perspectives depending on the course objectives and offers creative insight into assignments, assessments, and course evaluation. His research interests include online course retention and student satisfaction. Vince has been an instructional designer since 2000, formerly serving as Marylhurst University's Assistant Director of Online Learning Services (2000 – 2005). His favorite part of instructional designer is building relationships with faculty members through one-on-one consultations. Vince earned his Master's Degree in Adult and Continuing Education from Michigan State University (1994) and his doctorate in Educational Leadership from Portland State University (2004).

**Mark Terui, M.A.,** Instructional Designer

Mark is the newest member of the Instructional Design Team. Originally from Hawaii, Mark received a Bachelor of Science in Computer Science from Hawaii Pacific University. He later moved to Los Angeles with his wife and during his 13 year visit there he acquired a M.A. in Educational Technology from Pepperdine University. For the past 15 years he has worked in various positions of IT technical support and training for several different colleges and universities. He is also currently a part-time instructor for PCC in the Computer Applications & Office Systems department, teaching fully online and face-to-face classes. His specialties are making technology work and translating technical terminology ("geek speak") for others.





**Janelle Voegele, M.A.** Assistant Director for Teaching, Learning, and Assessment

In her role as Assistant Director for Teaching, Learning, and Assessment, Janelle works with faculty and graduate teaching assistants in both classroom and community-based settings. She provides individual consultation, classroom observation, workshops and seminar courses focused on a variety of issues related to teaching and learning in higher education. Janelle has over twenty years experience in postsecondary education, and has taught in a wide range of classroom and online environments - large and small, introductory and advanced level. She has won two student-nominated teaching awards while at PSU. Her research interests include the role of faculty in community-based learning settings, and the impact of academic portfolio development on faculty scholarship and professional development. Janelle specializes in consultation on teaching, learning, assessment and curricular enhancement; strategies to increase student engagement and learning. Janelle is pursuing a doctoral degree in PSU's Graduate School of Education.



**Aifang Wang Gordon, Ph.D.** Instructional Designer

Aifang Wang Gordon holds a Ph.D. in Curriculum & Instruction: Instructional Technology and a master's degree in Computer Education & Technology from Ohio University. She is an Instructional Designer in the Center for Academic Excellence at Portland State University. Her primary responsibility provides support to faculty by assisting them in incorporating sound pedagogical principles and best practices in online and hybrid courses. Her major research interests include technology in the development of distance learning, instructional technology and cognitive style interactions with computer-mediated instruction. Prior to joining the PSU community, Aifang served as a curriculum assistant with the Academic Affairs Instructional Development, College of Osteopathic Medicine at Ohio University. She developed online instructional modules as directed and funded by a grant from the Health Resources and Service Administration, U.S. Department of Health and Human Services.



**Amy Driscoll, Ed.D.** Senior Scholar, CAE CUP Partnership Initiative

Amy served as Senior Scholar for Portland State's University Partnership Initiative. She is also an Associate Senior Scholar with the Carnegie Foundation for the Advancement of Teaching and former Director of Teaching, Learning, and Assessment at California State University Monterey Bay. At CSUMB, she facilitated the development of outcomes-based assessment for both general education and 13 major programs of study, as well as supported the faculty with campus-wide outcomes-based classroom assessment. Her Carnegie work focuses on the new classification for institutions engaged with community. Dr. Driscoll was the first Director of Community-University Partnerships at PSU, where she initiated the community-based learning and capstone aspects of the university's innovative curriculum. She is the author of *Community Based Teaching & Learning: Changing Roles for Faculty, Students, and Community*; *Assessing the Impact of Service Learning: A Workbook of Strategies and Methods*; and *Developing Outcomes-based Assessment for Learner-centered Education: A Faculty Introduction*.

## **Lacy Cagle**, Graduate Assistant, Teaching and Learning

Lacy Cagle is a 2010 graduate of Portland State University, with a M.S. degree in Educational Leadership and Policy and a concentration in Leadership for Sustainability Education. Lacy's master's work focused on researching and developing sustainability education programming and organizational structure for the Zahniser Institute for Environmental Studies. In addition to her work with the Center for Academic Excellence, during her time at PSU Lacy functioned as the Program Assistant for the Sustainability Leadership Center, volunteered as a garden educator for sixth-graders at the PSU Learning Gardens Lab, and co-coordinated the PSU student group Students for Leadership in Ecology, Culture, and Learning. Currently, Lacy continues her work in sustainability education through the Sustainability Leadership Center and as a fundraiser for the Zahniser Institute for Environmental Studies.



## **Anya Hankin**, Graduate Assistant, Community-University Partnerships

Anya Hankin has worked with CAE since May 2008 when she began her master's studies in Conflict Resolution and Mediation at PSU. Anya's GA efforts have been focused on supporting and enhancing institutional commitment to partnerships and engagement. Anya was a lead organizer and featured presenter for PSU's first annual International Partnership Institute, compiled a comprehensive literature review on Community-Higher Education partnerships, and conducted a forthcoming qualitative study with Dr. Amy Driscoll on PSU faculty perceptions of partnerships. Committed to experiential learning and critical pedagogy, Anya's academic studies center on the use of creative modalities (theatre, writing, visual art) to teach communication skills, inspire self-reflection and conflict-resolution, promote dialogue, and strengthen community. Anya teaches interactive social justice theatre courses for Portland State University, Portland Community College, Kaiser Permanente, Oregon Children's Theatre, and middle and high schools throughout Oregon and Washington. In tandem with her Conflict Resolution graduate studies, Hankin is pursuing a Masters in Drama Therapy at the National Association of Drama Therapy.



## **Katie Shaw**, Graduate Assistant, Community-University Partnerships

Katie Shaw joined CAE in September 2009 as a graduate student in PSU's School of Education. Her GA contributions have focused on the Community Engaged Research Scholars (CERS) and Student Leaders for Service (SLS) programs, as well as the recent renovation of CAE's website. For CERS, she compiled a comprehensive literature review on engaged research and served as a liaison for the faculty participants, assisting with planning sessions, group reflections, and the Civic Engagement Breakfast in May 2010. In collaboration with SLS program coordinator, Emily Hoffer, Katie also has worked to increase the participation of international students in the program, and has facilitated several meetings on the topic of international service. Arriving at PSU with a B.A. in Global Studies and French and a Concentration in Environmental Studies from Providence College, Katie's passion lies in the use of small team collaborations, particularly storytelling and mentoring, as means to revitalize community sustainability. Motivated by these interests, Katie recently traveled to Tamil Nadu, India with a service-learning class at PSU, and joined the tribal organization, Wisdom of the Elders, where she currently serves as a volunteer coordinator.





# CAE Graduate Assistants & Student Staff



**Jennifer Smith**, Graduate Assistant, Assessment

Jennifer, an avid runner, joined the CAE in the fall. Before she came to Portland, Jennifer worked as a Senior Admissions Counselor at the University of Oregon, and was an ASPIRE On-Site Program Developer as an AmeriCorps volunteer in Yamhill, OR. She has made professional presentations at the Pacific Northwest Association for College Admissions Counseling's 2008 annual conference in Spokane, WA and at the 2008 Boise National College Fair, and has membership in the Pacific Northwest Association for College Admissions Counseling and the Rocky Mountain Association for College Admissions Counseling. She earned her B.S. in Social Science, with a minor in Community Service, from Western Oregon University in 2005. She is currently working on a Masters of Public Health - Health Promotion here at PSU and plans to graduate in 2011.



**Kari Stevens**, Program Coordinator for EDG:E (Educate, Dream, Give: Empower) AmeriCorps VISTA.

As the EDG:E program coordinator, Kari supports ten graduate and undergraduate students placed at ten SUN schools in the Portland Public Schools system. The students facilitate service-learning clubs with K-12 youth to build community-focused leadership skills and increase student success. Before Kari moved to Portland, she received her B.S. from Edgewood College in Madison, WI and served as an AmeriCorps volunteer coordinator with the Madison Public Schools District.



**Jessica Beckett**, Sophomore, came to the CAE in the winter of 2009. She is majoring in Computer Science.



**Megan Fanning**, Senior, joined the CAE in the spring of 2008 and will graduate in August 2010 with a Bachelor of Arts in International Studies and a minor in Business Administration.



**Theresa Han**, Postbaccalaureate, joined the CAE in the fall of 2009, after graduating with a Bachelor's degree in International Studies. She hopes to earn a Masters of Public Health.



**Dustin Schmidt**, Senior, joined CAE in the fall of 2009 and is studying Math and Computer Science as a double major. After graduating he plans to pursue a career in computer graphics.



## Numbers from CAE's 2009-2010 academic year:

**\$161,000** was received by CAE in continuing grants and gifts.

**\$94,402** was received by CAE in new grants and gifts.

**\$61,000** was distributed by CAE in mini-grant support to PSU faculty for the development of academic innovations in teaching, learning, and engagement.

**95** faculty, staff, and GAs met individually with CAE Staff for assistance with issues related to teaching, learning and/or assessment, including 28 faculty members who received "just-in-time" support during the academic year.

**74** new faculty received orientation assistance from CAE staff

**72** faculty, administrators, and staff requested and received overviews of faculty development support for teaching and learning

**140** PSU graduate teaching assistants were provided orientation and training sessions by CAE staff.

**19** capstone proposals were reviewed by the Director of Teaching and Learning

**202** mid-quarter student feedback sessions were conducted by CAE staff, helping

**6,540** students offer constructive feedback to their instructors.

**2,790** electronic requests (1400 RT tickets + 1390 emails) were responded to by the Instructional Design Team (IDT).

**350** face-to-face Blackboard consultations with faculty were provided by the IDT.

**1,400** phone & e-mail requests for online course assistance were responded to by the IDT.

**1,500** items for check out are available in the CAE Lending Library, including:

306 titles on Community-University Partnerships,

205 titles on Teaching and Learning,

125 titles on Professional Development,

100 titles on Assessment,

97 titles on Higher Education,

74 titles on Leadership, and

33 titles on Online Instruction.

32 national education periodicals

**1,114** volunteered in school and community-wide projects planned by EDG:E clubs.

**290** K-8 students enrolled in EDG:E clubs

**57** outside organizations partnered in 43 EDG:E service-learning projects

**32** high school students participated in EDG:E activities at PSU

**11** of those participants earned two college credits and began a college transcript

**18,269** total visits were made to the CAE website, a 12% increase from 2008-2009.

**16,480** visits to the CAE website in 2009-2010 were from new visitors

**7,160** visits were made to the CAE website referred from other sites.

**9,021** visits were made to the CAE website from direct traffic.

Compared to 2008-2009, online visits increased by:

**35.21%** to the CAE Home web page

**158.41%** to the CAE Online Programs web page

**100.00%** to the Blackboard Assistance web page

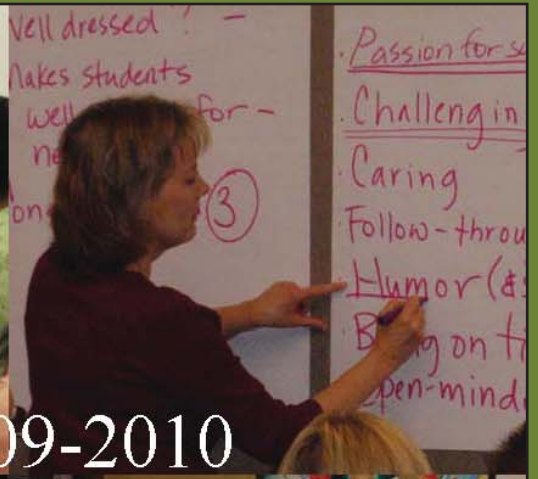
**2,580.00%** to the CBL-CAE-Grant web page

**15.08%** to the SLS web page

**380.70%** to the SLS Events web page

**97.47%** to the CAE Resources web page

**972.22%** to the US-News-Rankings web page



2009-2010

